



JANUARY MAKE MILK #1

Objectives: Use signage and placement to promote milk (particularly white milk). Learn about and discuss a real-life Smarter Lunchrooms Makeover.

Participants promote milk (particularly white milk) as their lunchroom's preferred beverage using signage and special cues. During the Booster Shot lesson, participants read, reflect upon, and discuss a true-life Smarter Lunchrooms testimonial led by a lunchroom staff member.

*Note: These interventions can be adjusted to promote **all** milk varieties.*



LESSON 6: Make Milk #1

MATERIALS

- Trainer's Script
 - SLIDE PRESENTATION: *No Time to Train: January (Make Milk #1)*
 - Projection capability, screen
 - Cartons from milk served in lunchroom, white and flavored varieties (empty)
 - Milk signage (prepared signs, floor decals, etc.) and decorations
 - Fasteners (tape, thumbtacks, string, etc.)
 - Chosen intervention strategies written on index cards
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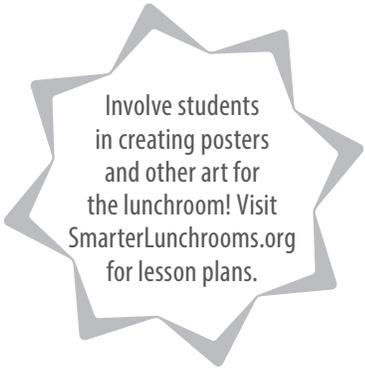
ADVANCE PREPARATION

Choose whether you will promote all milk or primarily white milk. These strategies will work for either option. Review this lesson and adjust or annotate as needed.

Choose interventions. Gather or create signage, decorations, and props. Write each chosen strategy or task on an index card.

Signage and decorations:

- "Got Milk?" posters (and similar messages)
 - › Visit gotmilk.com or an online image search
 - › Request milk promotional items from your milk vendor
 - › Create posters featuring in-school celebrities enjoying milk
 - › Floor decals
 - › Cow-themed décor (fabric, statues, stickers, a service bell, etc.)
 - › Reminder cards for staff to place milk in new spots
- Other intervention strategies:
 - › Stock coolers at least 50% full of white milk
 - › Keep milk coolers clean and neatly organized
 - › Store white milk in the front row of all drink coolers, within easy reach
 - › If white and flavored milk are stored separately, keep the cooler with white milk colder and situated first in the serving line(s)
 - › Cover vending machines with posters, esp. those promoting white milk
 - › Include a picture of white milk on picture menus and on menu boards



Involve students
in creating posters
and other art for
the lunchroom! Visit
SmarterLunchrooms.org
for lesson plans.



LESSON 6:
Make Milk #1
continued



➔ **DO:**

- Cue up the **No Time to Train: January (Make Milk #1) slide presentation.**
- Assemble the prepared decorations and fasteners.

■ **SHOW SLIDE: January (Make Milk #1), slide 1: title page**

💬 **SAY:**

During the first half of this school year, we have used the Smarter Lunchrooms principles Visibility, Convenience, and Suggestive Selling to promote healthy target foods in our lunchroom. This month, our target item is milk, specifically white milk.

➔ **DO:**

- Divide the participants into two groups, named A and B.

■ **SHOW SLIDE: January (Make Milk #1), slide 2: Warm-Up Challenge**

💬 **SAY:**

We'll start with two small-group questions. Group A, answer question A. Group B, answer question B. Take 1 minute to discuss together; then we'll share as a whole group. Try to come up with 2–4 reasons.

➔ **DO:**

- Circulate to assist as needed. (1 minute) Remind participants, if necessary, to discuss the question itself, not whether it is a valid question.
- Lead a quick review of answers. (1–2 minutes) Possible answers include:
 - › Question A:
 - Vitamins and minerals
 - Protein
 - Low-fat or nonfat
 - Tasty
 - Counts as part of reimbursable meal





LESSON 6: Make Milk #1 continued

› Question B:

- **Nutritionally better**
 - › Less sugar (often 13g vs 23g, but check cartons from your lunchroom)
 - › Fewer calories, even with the small amount of fat (130 vs 150)
 - › Equal or more vitamins and minerals
- Also tastes good
- Variety (kids can mix it up, not choose flavored milk every time)

■ **SHOW SLIDE: January (Make Milk #1), slide 3: Let's compare**

🗨️ **SAY:**

Here's a close-up of cartons from our lunchroom, for comparison.

➡️ **DO:**

- Distribute real-life milk cartons for comparison. Point out the nutritional differences between the milk varieties.

■ **SHOW SLIDE: January (Make Milk #1), slide 4: Online resources**

🗨️ **SAY:**

We are going to promote milk, and white milk in particular, using Smarter Lunchrooms strategies. *We're not going to take flavored milk away. We're just giving white milk the edge.*

➡️ **DO:**

- Ask participants to form pairs. Hand out the chosen intervention strategy cards. Distribute the appropriate promotional materials, seasonal decorations, task cards, and fasteners.
- Circulate to assist with the decorating, moving of milk stock, and posting of reminders. Encourage pairs to work together and have fun! Make sure the milk is neatly placed and visible in its new locations and the promotional items are clearly visible to the students. Praise their efforts.
- At the end of the workshop time, gather participants for farewells and thanks.

FOLLOW-UP

Check back every few days (or assign a staff worker to do this and report to you) to ensure that the interventions are being consistently maintained—signage remains visible, new milk placement and stocking protocols are enacted, etc.



BOOSTER SHOT 6: True-Life Testimonial



This activity empowers lunchroom teams to conceptualize and implement changes in the lunchroom. They learn about and discuss the testimonial of Sheila Hoyt, a kitchen manager who led a successful Makeover featuring Smarter Lunchrooms strategies.

MATERIALS

- Trainer's Script
- SLIDE PRESENTATION: *Sheila Hoyt Testimonial*
 - Projection capability, screen
- TESTIMONIAL: *Serving Up Health and Happiness/ Sheila's Secrets* (pages 101–103)
- Highlighters
- Pens/pencils
- Large paper, markers (one marker per participant)

➔ DO:

- Cue up the **Sheila Hoyt Testimonial slide presentation**.
- Distribute paper and pens/pencils.

■ SHOW SLIDE: Sheila Hoyt Testimonial, slide 1: title page

💬 SAY:

Now that you've practiced implementing lunchroom changes to help students make healthier choices, it's time to set our sights on a higher goal: *designing* the changes. Today we'll study an awesome Smarter Lunchrooms Makeover designed and implemented by Sheila Hoyt, a cook manager in upstate New York. She made fun, effective, inexpensive changes to her lunchroom and staff routines that made a huge positive difference in students' choices, lunchroom efficiency, revenue, and communication between students and lunchroom staff. Today's presentation features her strategies and photos from her lunchroom.

■ SHOW SLIDE: Testimonial, slide 2: Project specifications

💬 SAY:

Sheila's kitchen served an elementary school and an intermediate school.

Pay special attention to the photos. Ask yourself: **How could we use this in our lunchroom?** You may jot down inspiring ideas, if desired. We'll discuss your ideas as a group after the presentation.





BOOSTER SHOT 6: True-Life Testimonial continued

■ **SHOW SLIDE: Testimonial, slide 3: Goals**

● **SAY:**

She wanted to increase students' selection and consumption of fruits, vegetables, and the new vegetable-based and healthier-choice entrées her system offered but which had failed to take off at that point. She also wanted to improve relationships between the lunchroom staff and the students, their families, and school staff. She felt these groups were really unaware of what her lunchroom had to offer and how they could help kids try and like school meals.

Lastly, she wanted to accomplish these goals without spending much money, decreasing revenue, or disrupting the lunchroom routine. Her budget was \$50.

■ **SHOW SLIDE: Testimonial, slide 4: Technique 1: Add color**

● **SAY:**

She made the lunchroom look exciting and fun with color. She displayed foods on colorful trays and baskets and laid out portioned cups of fruits such as grapes and peaches in fun zigzag and checkerboard patterns. The contrasting colors looked appetizing and showed off the variety of offerings. She added seasonal décor where appropriate. The inviting, interesting decorations made students look forward to going to lunch, where they then took notice of the foods and wanted to try them. Sheila joked that they were no longer "on autopilot!"

■ **SHOW SLIDE: Testimonial, slide 5: Technique 2: Keep it new**

● **SAY:**

Kids get bored with repetition, so Sheila did something new or special every day.

- * Seasonal decorations
- * Menu boards updated daily
- * Special server days (featuring the principal, a special teacher, etc.)
- * Feedback days when she and her staff went into the dining area to chat with students

■ **SHOW SLIDE: Testimonial, slide 6: Technique 3: Eye level = Visibility**

● **SAY:**

She **placed** foods and signs where little kids could see them clearly. They often walked right past bulletin boards and menus mounted at an adult eye level, so she posted these signs down low on walls, on coolers, and even **under** the serving rail so the little ones could not miss them. She placed target items and white milk in the front of displays and coolers.

She **requested** nutritional posters from her food suppliers. The orange and green posters were free.



BOOSTER SHOT 6: True-Life Testimonial continued



She **made** the tray-themed sign, updating it daily with the target entrée and sides. Students loved it! They saw a complete meal depicted, so they were more likely to order reimbursable meals.

■ SHOW SLIDE: Testimonial, slide 7: Technique 4: Whet their appetites

🗨️ SAY:

Sheila noticed that when kids are put on the spot and are unprepared to answer, they default to their usual options. If her students didn't know the menu choices, they always went with the daily burger or chicken sandwich option. To prepare them to try new foods, she **advertised** these items with colorful, eye-catching signs including appetizing photos she took herself. She posted the signs both on service day and on the day before, to prepare the kids to try something new. *Note: She only made signs for the items she wanted to promote, not everything on the menu.*



■ SHOW SLIDE: Testimonial, slide 8: Technique 5: Offer healthy options

🗨️ SAY:

Sheila went the extra mile and expanded her food options. She **surveyed** kids to see what they most wanted to see in the lunchroom, then **asked** her district supervisor and suppliers what they could do to help her offer the healthiest of these requests. She was given a 100% juice slushie machine as well as fresh, local produce, all for free.

■ SHOW SLIDE: Testimonial, slide 9: Technique 6: Ask for feedback

🗨️ SAY:

To improve communication between her lunchroom team and the students (and their families), Sheila **took the first step**. She created an anonymous suggestion box for the lunchroom, circulated to talk to kids face-to-face, and made a meet-and-greet display for Back-to-School night. She got lots of fun ideas and positive feedback from these groups. She wasn't able to implement all of the suggestions, but she found that explaining nutrition guidelines to students dramatically increased their understanding of her situation and positive feelings about the lunches she served. And they loved her! **Of all of her changes, she was most proud of the bridges she built.**

Lastly, she advises that if your time is limited, focus your efforts on reaching the youngest students: "It pays off and grows for all the years they are in the school!"

■ SHOW SLIDE: Testimonial, slide 10: Mission: Accomplished!

🗨️ SAY:

Here is her lunchroom post-Makeover. How many interventions can you spot?





BOOSTER SHOT 6: True-Life Testimonial continued

➔ DO:

- Allow participants to study the photo, then lead a roundhouse discussion of their observations and reactions. Sample questions include:
 - › What interventions do you see?
 - › How do these exhibit Visibility, Convenience, Suggestive Selling, Enhanced Taste Expectations, and improved communication and rapport?
 - › Which ideas did you like best? How could you use or adapt them?
 - Record their observations and ideas on large paper. Hang in the staff area.
 - Thank participants for their contributions.
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FOLLOW-UP

Distribute copies of the **testimonial Serving Up Health and Happiness/Sheila's Secrets** to participants to read at home. Make pens/pencils and highlighters available for them to take notes, if desired.

Leave additional copies in the staff area to inspire discussion. Hang blank large paper and markers on the wall or table of the staff area for staff members to write their favorite ideas from the article. Store these ideas for later workshops and interventions.

